**W= How will I help learners know what they will be learning? Why this is worth learning? What evidence will show their learning? How their performance will be evaluated?**

We are going to have meetings in the morning to keep the groups on task and share with the entire class. We will start the unit out by first having a weeklong lesson plan on how to research and organize information. I want the students to determine why it's important that we learn about the migration process through discussions during morning meeting and during other times throughout the day. The unit will end with an oral history presentation created and presented individually by all of the students (after shown step by step procedures by the teacher of how to get to, organize and use the resources file and how to create either a power point presentation or a Microsoft Word outlined model). The entire group/class will wrap up illustrating why migration played such an important role through history and the struggles and successes migration brought. The students will present their oral history presentation to another class across the hall (as part of an Open House). Family, friends, other teachers and peer students will be invited to watch.

**H= How will I hook and engage the learners? In what ways will I help them connect desired learning to their experiences and interests?**

After the lesson on researching data, we will start with reading a book called *The Witch of Blackbird Pond* by Elizabeth George Speare. The book deals with details of the struggle and pain while starting new lives in a new land.

After reading about a new life as a Quaker, the students explore various questions such as:

1. What reasons that people migrate?
2. What environmental factors allow people to migrate?
3. What encourages/discourages people to leave their only home in the migration process?
4. What laws encourage/discourage migration (through various time frames)?

After discussion, I will have three KWL charts: Purpose of Migration, Impact of Migration (leaving and coming to the new world), and Habitat Impact of Migration.

Students will then be informed that a time has come for them to know their past and to do that, they will study their past through informal questions to family members and trace back as far back as they can (their own family roots) this will be fun and exciting and all of the students will be involved. The will be taught how to give interviews to family members and friends of the family to learn how to gather artifacts – this will be done through checklists, modeling and direct instruction. Photos, artifacts “show and tell” and at the end of the collection period, we will have a festival – A Festival of reading) and the students will share what they found.

**E= How will I equip students to master indentified standards and succeed with the targeted performances? What learning experiences will help develop and deepen understanding of important ideas?**

The students will inherit tools for life challenges. They will learn how to take notes, research with different resources, organize information, and hold onto learning tools that will help them become lifelong learners, historians, scientists, readers and writers.

Students will choose one book to read by themselves (just right) from a provided list that follows immigration facts (non-fictional books) on Migration. The resources will be provided by book form (physical) and web based (created by the teacher) on the server database. The students will be shown how to log on and what to enter as a password by the teacher to gain access to the server. Once there, the sites are arranged by curriculum.

**R= How will I encourage the learners to rethink previous learning? How will I encourage ongoing revision and refinement?**

Through short bursts of conferencing (5-7 minutes) I will be able push them deeper into their research and understanding. My goal is to assist the students into their own understanding and weed out the important ideas and enduring understandings. I will also be looking for the skills we learn throughout the week, seeing that they are able to use them in real world experiences and over different contexts. The students will be presenting information that they learned to a younger elementary class (possibility). The will re-examine and provide the information to their audience as to why migration was so important to the expansion of humanity (example/sharing ideas and learning from one another) through the actual migration process.

**E= How will I promote students' self evaluation and reflection?**

My students will spend 12 minutes at the end of each day reflecting on that day's research and learning – they will do this through **journaling**. I will guide them to think about what they are learning and try to apply it in other ways if possible. Each student will be asked to write 2 goals for the next day and discuss whether they met their goals from the previous day. At the end of the unit, we will self evaluate to see how we did through different aspects of study and reflect on what they got out of the unit. Students will also be asked to choose if they would rather evaluate through group discussion of what they learned that particular day.

**T= How will I tailor the learning activities and my teaching to address the different readiness levels, learning profiles, and interests of my students?**

The students are choosing their own books and web sites for researching in groups but the activities have already been tailored by my pre-selecting what they will be looking at and researching. They still have choices but tailored ones for proper course directives. After observing their skills, I will select certain mini-lessons throughout as a way of guiding them into the right direction; I will take smaller groups to go over enduring ideas to help cement them further. With having students work together on this long term assignment, they are able to bring to the table the skills they already possess.

**O= How will the learning experiences be organized to maximize engaging and effective learning? What sequence will work best for my students and this content?**

The students will be learning small skills such as how to research and find certain types of information, gather factual data and tie it all together throughout the week letting my students see the importance of each mini-lesson we discuss and learn. From the beginning, we are working on authentic learning (sharing with people outside of the class if possible and feasible and if not will find the solution with other classes – regardless, they will get the chance to present). The end product will be a class performance (after organization) and all will work as a team – the smaller groups joining in with the class as a whole to raise awareness to migration and the struggles that made our Nation great.